U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Dr. Joann Borchetta

Official School Name: St. Cecilia School

School Mailing Address:
1186 Newfield Avenue
Stamford, CT 06905-1409

County: Fairfield State School Code Number*: 2113510

Telephone: (203) 322-6505 Fax: (203) 322-6835

Web site/URL: www.st-cecilia.net E-mail: jborchetta@diobpt.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Margaret Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1380

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Philip Borba

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[X] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 20 Number of years the principal has been in her/his position at this school.

___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	19	30	**7**	0	0	0
K	22	26	48	**8**	0	0	0
1	20	24	44	**9**	0	0	0
2	22	25	47	**10**	0	0	0
3	19	21	40	**11**	0	0	0
4	19	30	49	**12**	0	0	0
5	8	23	31	**Other**	0	0	0
6	0	0	0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					289

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
7	% Asian
8	% Black or African American
12	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
71	% White
1	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	273
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.099

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 2
Specify languages:

Mandarin and Spanish

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 27

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 11

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	2	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	2	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	14	0
Special resource teachers/specialists	2	4
Paraprofessionals	0	4
Support staff	1	1
Total number	18	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	97%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	97%
Teacher turnover rate	5%	5%	11%	5%	33%

Please provide all explanations below.

Of the 18 teachers in 2003-2004, six did not return. One teacher was not renewed, two teachers moved out of the area, one teacher did not return after a maternity leave, one teacher was hired by the public school system near her home, and one teacher sought a part-time position in a private school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

The administration, faculty, and staff work tirelessly each day to fulfill its mission, "fostering the growth of lifelong learners who strive for academic excellence in a loving Christian community." Since its inception in 1955, St. Cecilia School has striven to meet the changing needs of its school family as part of its mission. The school is fully accredited by New England Association of Schools and Colleges, Inc. and the State of Connecticut.

The school focus is on core values of both the individual and the community. Curiosity, creativity, and love of learning are nurtured. The school community is committed to the timeless and sustaining principles of integrity, responsibility, empathy, compassion, service, and faith in God. The school cultivates young people of good character seeking to lead lives of honesty, kindness, purpose, and contribution.

As a pre-kindergarten through grade five Catholic elementary school, a solid foundation is built upon teaching the six "Rs": religion, reading, writing, arithmetic, respect, and responsibility. The faculty and administration strive to be positive role models and are dedicated to encouraging, supporting, and nurturing students in the pursuit of excellence. The principal has served the school for 20 years, and the average full-time faculty member's experience is 17 years. Most have advanced degrees. One parent stated, "Our children are blessed with exceptional academics and unprecedented technology access, with the underpinning of faith."

Students and their families take pride in their academic progress, spiritual growth, and physical fitness. The students have numerous achievements as winners of local, regional, and state-level competitions in history, spelling, art, chess, karate, and music.

Student outreach includes food collection, fund-raising for cleft-palate surgery for children in Bolivia, and the Visitation Hospital building project in Haiti. Students send care packages and cards to our troops and wounded soldiers, and visit nursing homes.

St. Cecilia School was designated as a Physical Activity and Fitness Demonstration Center by the President's Council on Physical Fitness and Sports (PCPFS). It is the only school in Connecticut to hold this distinction, despite not having a gymnasium. What the school lacks in facility, it makes up in enthusiasm and creativity. The physical education teacher also holds a community leadership award from the PCPFS.

Among many school traditions, two are especially unique--Wee Deliver and Cultural Enrichment. Wee Deliver is an in-school postal service, sanctioned by the U.S.P.S., and one of the few in the United States. Children apply for positions and then assume all roles of running a post office. This program promotes reading, writing, and responsibility. The children have received an award from the local Postmaster and visit the Stamford mail-sorting station annually.

The Cultural Enrichment program, reflecting the multi-cultural school community, is taught by parent volunteers and offers an opportunity for students to learn about various countries, their customs, government, industries, music, cuisine, languages, and geography. Each year, students receive a "passport" which is stamped reflecting their "travels" from Pre-K through 5th grade. The program culminates with a parade of nations, student assembly presentation, and a lunch of traditional, ethnic foods.

A St. Cecilia education is an active partnership among parents, students, and faculty. The Home School Association (HSA) hosts events for the school community, provides enrichment programs, and augments the budget. It has paid the salary of a part-time nurse to supplement City coverage to provide for five-day medical coverage. Parents who choose St. Cecilia value education and make sacrifices to provide their children with the opportunities the school offers. Children who attend St. Cecilia School come ready to learn, feel part of a

greater community, and are proud of their achievements.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each year, St. Cecilia School utilizes the Iowa Test of Basic Skills (ITBS) for all students in grades three, four, and five. Teachers administer these standardized tests in the regular classroom environment with the following expectations: each student's profile will explore individual strengths and weaknesses, class profiles will reveal relative strengths and weaknesses for teacher evaluation, and national and local norms will assist the school in assessing the current curriculum, the delivery of instruction, and change for the future. The website providing ITBS information is www.riverpub.com.

Closer examination of test data reveals a drop in test scores from 2005 to 2006. The fourth grade in 2005 reported reading in the 83rd percentile which dropped to the 77th percentile in their fifth grade year in 2006. Math scores in 2005 for grade four were in the 81st percentile, and there is a noticeable drop in test scores for grade five in 2006 to the 69th percentile. Data analysis focused on a large influx of 9 students (18% of the total fifth grade) in 2006 from an underachieving, inner-city school that was closed. Minimal school records were provided concerning these students; school-administered reading assessments revealed that most of these students were reading at or below the third grade level. Five high-achieving students previously enrolled at St. Cecilia School moved out of the area at this same time. These two changes in student population caused the drop in standardized test scores.

Standardized testing is only one indicator of student achievement.

The testing data do not show the methods used by the classroom teachers. In 2003, the school purchased a new reading series that focuses on a system to scaffold reading skills. The school implemented professional development for all teachers in balanced literacy, and has continued with the same presenter for four years.

The school data team analyzed the ITBS results—by student, by grade level, and by school. In-depth analysis revealed a weakening trend in mathematics computation and automaticity. Following Rick Stiggins' model, the data team created a S.M.A.R.T (Specific, Measurable, Action-Oriented, Realistic, Time-bound) goal for the school and created a program through technology. The mathematics and technology teachers designed a school-wide competition utilizing www.aplusmath.com.

For four continuous weeks, each student's correct answers were recorded and compiled into a "classroom score." At the end of the month, the winning classroom and winning individual were awarded pre-determined incentives. Coupled with Mad Minutes, a paper-pencil computation assessment each week, the goal was to increase student achievement scores in computation by one year two months. The following year's standardized test results demonstrated that the competition contributed to a one year four-month improvement in grade-equivalent performance in math computation. Results of the ITBS for grade five in 2008 revealed an increase from their test scores in 2007. Mathematics for grade four in 2007 was at the 78th percentile, whereas test scores for these same students in 2008 was at the 80th percentile. Additional data for this same group of students revealed a +4 month gain above their predicted scores.

Standardized test scores do not reveal the shift in demographics within the school during the past five years. St. Cecilia has gradually moved from a predominantly white population to a school that now serves a more diverse population (29%). Recognizing the increased numbers of bi-lingual students, teachers have re-visited the delivery of instruction in the classroom and focus on a variety of strategies to increase student achievement.

2. **Using Assessment Results:**

The principal, as instructional leader of the school, is involved in all aspects of assessment and test review. From the first day of school, the principal monitors teachers' plan-books looking for indicators that would target student achievement. The principal visits classrooms formally and informally to understand the learning-teaching environment created by each teacher. The principal reviews quizzes, tests, and evidence of student work. Quarterly, the school provides formal reporting to parents—a progress report followed by a formal report card. Believing very strongly in academic excellence for each student, the principal takes notes at the parent-teacher conferences to foster a strong partnership between the school and home environment and plans action steps for both the teacher and the parents. All involved sign off on these notes.

Reading is critical to successful learning; to that end, a new reading series was purchased and professional development with strong focus on literacy was incorporated into the school schedule. Reduced spending in some budget areas provided funding to hire a part-time reading specialist and a school counselor. Both are an integral part of the Student Study Team which also includes the principal, a teacher, and the data-team who analyze all assessments.

The team uses IOWA and CogAT results to identify performance discrepancies which may indicate a student requiring additional academic assistance. Coupled with teacher observations, anecdotal records, and daily performance, the team places the student on a "watch" list for possible further interventions.

When a combination of formal and informal assessments, observation, and other indicators show that a student needs additional assistance, the Student Study Team shepherds the parents through the referral process to the City for a full educational evaluation. The school incorporates the findings into the student's academic plan.

3. **Communicating Assessment Results:**

Standardized test results are mailed to the parents. At an evening meeting, the principal presents all standardized test results. This presentation reviews all data and trends over the past three to five years so that parents can understand their child's academic progress through a wider lens. The principal also discusses the school's action plan to strengthen areas of relative weakness and to maintain and improve areas of strength. Personal appointments between parents and the administration are scheduled if a family would like an in-depth analysis of their child's standardized tests. Such appointments also include suggestions for an individual academic plan and a review of the student's learning style to improve student achievement.

Each teacher uses a variety of assessments, both formative and summative. Through use of rubrics, exemplars, homework for reinforcement, quizzes, reports, and tests, results are communicated to parents. Grade three through five students use the same daily assignment pad to record homework assignments. Teachers expect parents' communication and feedback written in the assignment pad, if the homework presents a challenge to the student. Tests, progress reports, and report cards are sent home for parent signature to continue and strengthen the partnership.

A varied approach is used to communicate all student progress—telephone calls, notes home, comments to and from home in the student's homework assignment pad, formal and informal conferences, letters, reports, e-mail, and U.S. mail. The school creates an atmosphere for total parent participation in the academic, social, and emotional progress of their child, creating a strong sense of open communication, and a team effort in the success of their child.

4. **Sharing Success:**

St. Cecilia School collaborates with two other pre-kindergarten through grade five Catholic schools, one Catholic middle school, and the Catholic high school in Stamford. As a cluster, the teachers have formed a bond of mutual respect and shared best-practices. Besides the school website (http://www.st-cecilia.net) to share successes, the Catholic schools also use the common website, (http://www.scs.org). This strengthens the link among the schools. As part of the Diocese of Bridgeport, the school also celebrates the successes of the Diocese, sharing in the vision and goals of the Office for Education and the Superintendent of Schools.

The success story is shared in the local and Diocesan newspapers, the church bulletins, the Wednesday communication home, and the annual City of Stamford Thanksgiving Parade, which is the largest balloon parade outside of the Macy's Parade in New York City. The marchers, school banner, and decorated float are seen by more than 100,000 spectators in person, on television, and heard on local radio.

Initiated by the Superintendent, St. Cecilia School is part of the Heidi-Hayes Jacobs curriculum mapping process which provides for horizontal and vertical articulation by all teachers in the various disciplines. It also opens communication and creates an avenue for cross-curricular planning and increased student achievement. Technology integration assists the staff in offering a level of instruction that aligns the curriculum to the state standards.

The principal, as part of the mapping cohort led by the Superintendent, has shared the "story" of the Diocese of Bridgeport in Utah at the Curriculum Mapping Institute for 700 participants, in Maine for 400 teachers and administrators, and will present in the Spring of 2009, at the National Catholic Education Association (NCEA) in California.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The daily curriculum at St. Cecilia School is grounded in religion which is lived, not simply learned. Students in pre-kindergarten through grade two, study and practice religion daily. Mathematics and literacy blocks to strengthen reading and writing are also part of daily instruction. With the exception of pre-kindergarten, all children have hands-on science, physical education, music, and computer classes once each week. Art is taught twice each week—one class is used for creative representation of themes or concepts learned in other disciplines. In pre-kindergarten, pre-reading, pre-math, and pre-science curricula are presented through music, movement, and teacher-led, hands-on activities for active engagement and enjoyment by all students.

In addition to religion, reading, mathematics, language arts, which includes phonics, spelling, and handwriting, social studies and science are taught in grades three through five. These students also participate in physical education twice each week, computer technology, art, music, and hands-on science, once each week. An additional session for computer class integrates technology with a variety of disciplines in the curriculum.

As a Catholic school, the mission "fostering the growth of lifelong learners who strive for academic excellence within a loving Christian community" is viewed as the center of all learning. With that in mind, religion is understood as the model of behavior lived each day and the heart of the school. The Golden Rule is the expectation and standard to be followed in all aspects of school life. Thus, children come to school ready to learn and to create an atmosphere of learning for all other classmates.

Reading is viewed as the core for all other curriculum areas. The school also appreciates that "one size never fits all" and therefore offers a variety of approaches to teaching reading. Successful readers are able to comprehend, apply, analyze, synthesize, evaluate, and articulate both the spoken and written word. An expectation of excellence encourages students to take pride in their work. Simply put, children first learn to read, then read to learn and thus their academic world expands with joy in the learning process.

The mathematics program focuses not only on mastery and automaticity of mathematics facts, but also on a basic understanding of math concepts, active thinking about daily application, and learning strategies for problem solving.

The science curriculum nurtures an appreciation and gratitude for God's creation and respect for the earth. As citizens of a global community, the students understand that each member is responsible for protecting the planet on which we live. An additional hands-on science class with embedded tasks allows students to utilize and demonstrate the scientific method at their grade level.

There are other enrichment programs offered during the school day in art, music, and social studies to include the new "learning series"—Learning to Look—an art appreciation program and Learning to Listen—a music appreciation program, both of which culminate in a field trip to an art museum and the Stamford Symphony. The "learning series" also includes social studies viewed through the experience of Cultural Enrichment and Junior Achievement.

After-school enrichment programs include: the stock-market, French, Italian, and Spanish, soccer, karate, basketball, art, chess, music, hand-bell, creative writing, drama and crafts. To foster student achievement, the school nominates students who score at the 95th percentile or higher in ITBS for the Johns Hopkins Center for Talented Youth.

2a. **(Elementary Schools) Reading:**

The objective of the reading program is to foster a lifelong love of reading and challenge each student to become a motivated, independent reader performing at or above grade level.

Not all children acquire successful reading skills through the same methods. Creating successful readers is critical to success in all academic areas and thus the school provides a variety of approaches to reading, eliminating an "either/or" approach, and providing a "both/and" philosophy.

A joint decision to purchase research-based materials was made. These include: Open Court Reading, a systematic approach that balances skills instruction and holistic literacy opportunities, use of trade books, classroom novels, and leveled readers.

The pre-kindergarten pre-reading strategies include rhyming, introduction to the alphabet, story-telling, and an appreciation for books. The kindergarten curriculum is based upon a firm foundation of phonics, phonemic awareness, vocabulary, building word walls, comprehension, and response to literature. The curriculum scaffolds and all students learn to approach reading with numerous strategies for comprehension.

Reading assessments, including Rigby and Developmental Reading Assessments (DRA), assist teachers with each student to strengthen the application of reading skills in science, social studies, and math word problems. Balanced literacy is used in all grades to enable students to use strategies such as noticing, wondering, predicting, making connections, and picturing when reading. Teachers model what good readers do and students are encouraged to be good readers.

Good readers become good writers and the children are taught to be authors. The recent renovation of the school library/media center has fostered a love of reading. An author's chair in the library/media center is used by guest authors, storytellers, parent volunteers, or students to read to the class.

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

St. Cecilia's mission to foster the growth of life-long learners is advanced by the technology program. The technology goal is to encourage the students to respect technology as a resource tool to enhance the learning experience and increase achievement. Computers are used in all subject areas to aid the students in locating information, communicating what they have learned, and achieving mastery of a skill. Students practice and build content-area skills related to classroom curriculum through the use of appropriate software and/or pre-selected websites. In conjunction with the S.M.A.R.T. goal established by the principal, math facts' mastery was defined as accuracy and speed. To improve student speed, timed contests were conducted in the computer lab. Correct answers were tracked individually for each student to demonstrate their improvement. Students having difficulty understanding new math concepts are encouraged to use the computer lab to locate websites which provide additional explanations (www.aaamath.com).

Through monitored exploration, students practice independent, inquiry-based learning using software or websites selected by the teacher. Peers demonstrate and assist one another in the lab. This approach mimics and prepares them for their future, adult environment.

With teacher supervision, students complete a web-based, learning-styles assessment and review a report on their learning-style preferences. The detailed results that the students, parents and teachers receive help all parties involved in the learning process create an environment supporting each student's learning preferences. This understanding of their individual learning preferences strengthens each child's development as a life-long learner.

Subsequent to the acquisition of three Smart Boards, teachers have incorporated additional modalities in the teaching of phonics, social studies and science. Students have begun collaborating on research presentations using the Smart Board as one delivery vehicle for their presentations.

4. **Instructional Methods:**

Appreciating that each student is unique, the school leadership researched learning styles within the school population, beginning with the teaching staff. Utilizing the Dunn and Dunn Learning Style Model, research-based, on-line assessments were used to assess each teacher. Professional development for the staff helped them to understand that each person has different primary and secondary learning-style strengths that when utilized, lead to increased achievement. The Dunn and Dunn Model is based on more than 40 years of extensive research including 850 studies conducted in more than 130 institutions of higher learning. Results revealed that 20 different elements within five stimuli affect how students begin to concentrate on, process, internalize, and retain new and difficult information. When students' learning-style strengths are accommodated, attitude and achievement test scores are significantly higher than when they are taught traditionally.

This understanding has led teachers to adjust teaching styles to accommodate learning-style strengths of students. Differentiation is more effective when teachers understand how each student learns best. They then offer a variety of teaching methods when introducing new or difficult information to students. Each student in grades two through five was assessed with research-based, on-line instruments to reveal strong preferences and strengths. Results were shared with the students, the teachers, and parents.

When planning instructional strategies, teachers include whole group, small group, pair, and independent working choices for students to allow for sociological preferences. Perceptual strengths of students—auditory, visual, tactual, kinesthetic—are considered when teaching. Teachers make accommodations in the learning environment such as adjustments to sound, type of light, and choice of formal or informal seating. Mastery of assigned content may be demonstrated in various ways including written reports, projects, Power Point presentations, and the creation of dramatic or artistic representations. These accommodations increase student achievement.

5. **Professional Development:**

Life-long learning is the key to a culture of success. Professional development for teachers is on-going, consistent, encouraged, and supported by the Superintendent. All teachers participate in curriculum mapping which aligns the curriculum to Connecticut State Standards. Through this collaborative endeavor, teachers work with grade partners in school, with grade-level teachers from the local Catholic schools, and the entire Diocese. Teachers have time for both horizontal and vertical articulation with other teachers to target power standards, identify gaps and redundancies in the curriculum, and re-focus teaching, learning, and mastery with high grade-level expectations.

Substitute teachers are hired to permit classroom teachers to attend additional professional development in areas such as data-driven decision making (D3M), understanding by design (UBD), differentiated instruction

and balanced literacy. Using the same literacy coach for the past four years has provided continuity and stability. It has enabled each teacher to establish a comfort level with the trainer and to develop two-way communication. Training has included modeled lessons in the classroom and side-by-side coaching for each teacher. This provides for integration of these skills across the curriculum. Teachers use common, professional language when conferencing and brain-storming with their colleagues.

The school has created a data-team to work with the faculty to develop efficient and effective means of using assessments to differentiate instruction. This team targets areas of relative or perceived weaknesses school-wide, by grade, or by student. Action plans, including research-based methods of instruction, create a new focus with the success of each student in mind.

Other areas of professional development occur during regularly scheduled days of early dismissal. These areas include learning styles, Smart Board technology, and introduction of new software to enhance student learning. Professional development enhances each teacher's experiences and provides opportunities for staying current.

6. **School Leadership:**

Complete responsibility for the educational ministry belongs to the Bishop. He coordinates this ministry through the Superintendent of Schools who oversees each school and entrusts the principal with the day-to-day decision-making as the leader of the school. To promote community involvement, the School Board is comprised of parents, pastors, and community leaders from the five schools. The principal of St. Cecilia School was appointed to the School Board, as representative of school administrators. In this capacity, the principal reports to and informs the Board of trends that may impact policies, programs, relationships and resources.

The principal formulated the current admissions' policy and leads every facet of the process. The student applicant is assessed formally and informally. The principal initiates the process. Teachers become involved and use norm-referenced standardized assessments, informal observations, and a visitation day to evaluate. This information ensures proper grade-level placement for each student.

The Before and After School Programs, plus the Extended Day Program for pre-kindergarten children provide a nurturing environment and assist working parents. The After School Program, run by teachers and administered by the principal, allows for homework guidance and tutoring when necessary.

The principal works closely with parents, students, school board, parish, community, and Diocese; this team spirit generates a strong sense of cooperation which then improves the environment for each student in the learning community.

Care and attention to the budgetary process has allowed the principal to hire a part-time reading specialist and a school counselor. Their support for students, teachers, parents, and the principal creates a climate for assistance and increased student achievement. The Godmother Fund was created by the principal to aid families who need temporary financial assistance. This account was established through parent and community generosity in lieu of holiday gifts.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

$5170	$5170	$5170	$5170	$5170	$5170
K	1st	2nd	3rd	4th	5th
$0	$0	$0	$0	$0	$0
6th	7th	8th	9th	10th	11th
$0	$0				
12th	Other				

4. What is the educational cost per student? $ 5834 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 1100

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
 5 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
 8 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form A, Spring 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	67	73	79	76	70
Number of students tested	45	33	39	48	50
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino(specify group)					
Average Score					
Number of students tested	2				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, Spring 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	72	74	78	74	71
Number of students tested	45	33	39	48	50
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino(specify group)					
Average Score					
Number of students tested	2				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: Form A, Spring 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	75	78	72	81	73
Number of students tested	32	42	46	46	47
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino(specify group)					
Average Score					
Number of students tested	4				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A Spring 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	80	79	75	83	71
Number of students tested	32	42	46	46	47
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic or Latino(specify group)					
Average Score					
Number of students tested	4				
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Schools

Edition/Publication Year: Form A, Spring 2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	80	65	69	73	72
Number of students tested	41	49	50	46	49
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A Spring 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	80	72	77	81	81
Number of students tested	41	49	50	46	49
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

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